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ABSTRACT

The Volunteers in College and Career Information (VICCI) is an innovative attempt to improve guidance services within San Francisco High Schools. To insure that the volunteers receive proper training and supervision, the program was placed under the direction of a credentialed counselor or project director. Three major results have been demonstrated by the project: (1) that it is possible to train and use volunteers to provide a variety of pupil personnel services; (2) that the service is desired and used by students and staff and is a success in its first year of operation; and (3) that flexibility is necessary to operate and that this is what VICCI lacks in school district operation. It is intended that VICCI be primarily an informal, "drop-in" service to students. This consists of basic college and career information, special research or extra help in exceptional situations, and a readily available "listening ear." (Author/BW)

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Volunteers in College

Vicci!

and Career Information

CG 007 243

Evaluation Report

June 1971

ED 064634

S P E C I A L T H A N K S

. . . to each of the volunteers

. . . to Mrs. Judy Miller, Volunteer Coordinator, for her year-long personal commitment and effort to making this program a success--and for her contribution to this report

. . . to Mrs. Beverly Lyons of the VICCI office staff who has worked beyond reasonable expectation to fulfill VICCI's material needs--for her research in preparing this report

. . . to Miss Valerie Waidler of the VICCI office staff who has also contributed generously beyond expectation as VICCI's graphics expert--for her work as statistical consultant for this report

. . . to Mr. James Hamrock, Supervisor of Guidance and Counseling, for his tireless effort, patience and support during this year

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VICCI = Volunteers in College & Career Information
SFUSD = San Francisco Unified School District

E V A L U A T I O N R E P O R T

VOLUNTEERS IN COLLEGE & CAREER INFORMATION

(VICCI)

I. BACKGROUND AND GOALS

A. HISTORY

The Volunteers in College & Career Information, hereinafter referred to as VICCI, is an innovative attempt to improve guidance services within San Francisco High Schools. The program developed on the following premises:

1. That the counselor case load was too high so that counselors could not provide all the information about careers and college that the students wanted and/or needed.

2. That students are seeking this information and would use an information service if it were available.

3. That a team of volunteers could be recruited and trained to provide an information service and other help for the students and staff in each high school.

The San Francisco Board of Education endorsed the concept of using volunteers to provide career and college information to high school students and asked the San Francisco Education Auxiliary to assume responsibility for the development of such a program. The Auxiliary, an organization of school volunteers, completed plans for the development of the program, obtained Board of Education approval of the plan, and raised the funds to cover costs of conducting the program. The project funds have been generously provided by the Junior League of San Francisco, the San Francisco Foundation, and the Zellerbach Family Fund. These organizations are underwriting the costs of the program during the first year ($30,000);

it was assumed that the use of local private funds to get the program underway would insure greater flexibility. The three groups will share the costs of VICCI with the San Francisco Unified School District during the second and third years. If the project is deemed successful at the end of three years, the school district will, upon approval of the Board of Education, subsequently absorb the full costs of continuing operation.

Five senior high schools were selected for participation in the VICCI project during the first year:

WILSON--a school with a Black student majority and a minority of White students from working class families.

MISSION--a school with a sizeable Latino student population, both American and foreign born, and also a significant Black student population.

GALILEO--a school with a Chinese student majority ranging from recent immigrants through third generation Chinese-Americans; and also a significant Black student population.

BALBOA--a school with a broadly representative student population.

LOWELL--San Francisco's non-district academic high school (anticipating more requests for college information).

One must visit and spend some time at each of these schools in order to know the special challenge which each present. A racial breakdown alone in no way describes the unique situation at each school.

B. ADMINISTRATIVE STRUCTURE

To insure that the volunteers receive proper training and supervision, the program was placed under the direction of a credentialed counselor, hereinafter referred to as the Project Director. The Project Director is an employee of the San Francisco School District and he takes direction from the Supervisor of Guidance and Counseling and from the Advisory Committee and Executive Committee for the project.

The Project Director operates with a Coordinator of Volunteers, who is a volunteer, and a team captain at each school. The following chart indicates program relationships.

~Volunteers in College & Career Information

* List in Appendix

C. ACHIEVEMENT OF GOALS

Three major results have been demonstrated by the project at this point:

1. that it is possible to train and use volunteers to provide a variety of pupil personnel services;
2. that the service is desired and used by students and staff and is a success in its first year of operation; and
3. that flexibility is necessary to operate and that flexibility is what VICCI lacks in school district operation.

II. VOLUNTEERS

A. SOURCES

Volunteers come to VICCI from a variety of sources: referred by a friend, through a newspaper article, via other organizations including the American Jewish Committee, Cameron House, Chinatown-North Beach Youth Council, Council for Civic Unity, Education Auxiliary, Human Rights Commission, the Junior League, League of Women Voters, National Council of Jewish Women, PTA, etc., or referred by Volunteer Bureau.

Some schools attract more volunteers than others. This is primarily the result of the volunteer's ease of commute to a school. It is also affected by a volunteer's interest in a particular school. Some schools are difficult to recruit for either because of location or reputation.

VICCI has not had enough Black or Spanish persons as volunteers; the Chinese community has been adequately represented. The community groups which make up the Advisory Committee have not been as helpful in recruiting minority volunteers as had been anticipated. These groups are again respectfully requested to help VICCI in the search for minority volunteers. A partial solution to this problem has been through VICCI's aide program (refer to IV-D, page 30).

B. PROFILE OF THE VOLUNTEERS

VICCI has been extremely fortunate because of the individuals who have served as volunteers and the experience, competency, and resourcefulness which they contributed. Their patience and willingness during this first year have considerably eased the growing process.

Eleven percent of the volunteers are male; of these fifty-six per cent are employed full-time with released time for VICCI and the remaining forty-four percent are students. Eighty-nine percent of the volunteers are female with the predominant oppupation of housewife. Seventy-nine percent of the volunteers are married and have an average of 2.4 children with some volunteers having as many as five. Volunteers are primarily Caucasian, 19% are Chinese.

Practically all of the volunteers have had some college education although this is not a requirement. It may be that persons who have not had experience with college procedures, either for themselves or their children, are reluctant to deal with this information. The following languages can be spoken by individual volunteers: Chinese (3rd and 4th dialects Cantonese and Mandarin), Dutch, French, German, Greek, Hebrew, Italian, Spanish, and Yiddish.

The volunteers have had a wide range of job experience, volunteer work, and hobbies (see list on next page).

Their common denominator is not merely "an interest in young people" but a strong sense of the specific needs of students today, and a desire to play a direct role in supplying these needs.

JOB EXPERIENCE

Teacher
Secretary
Photographer
Travel Planner
Day Camp Leader
Coach
Business Executive
Playground Director
Post Office Clerk
Nurse
Sales
Economist
Medical Lab Technician
Cafeteria Worker
Credit Interviewer
Library Clerk
Medical Editor
Research/Statistics
Membership Secretary
News Reporter
Univ. Dean's Assistant
Butcher
Personnel Work
Concert Management
Translator
Grocer
Social Worker

VOLUNTEER WORK

Fund raising
Church work
Hospital Aide
Tutor--Subject
Girl Scout Leader
Camp Counselor
Political Campaigning
Museum volunteer
Tutor--English second language
Boys Scoutmaster
Work with deaf

In a variety of organizations:
-League of Women Voters
-DeYoung Museum
-Hospitals
-Sierra Club
-Chinatown-North Beach Youth Council
-PTA
-Hadassah
-Stanford Business Wives
-Coordinating Council For Integrated Schools
-Job Corp
-Council of Jewish Women
-Mission Rebels
-Education Auxiliary
-Mental Health Assn.
-School Bookstore
-S.F. Museum of Art
-Mothers Club
-Social & Political Clubs

HOBBIES

Music
Reading
Sports
Crocheting
Community work
Guitar-harmonica
Bridge
Knitting
Hiking
Swimming
Braille transcription
Weaving
Lapidary
Acting
Backpacking
Garden
Sewing
Tennis
Needlework
Ceramics
Crafts
Painting
Photography
Gourmet cooking
Horseback riding
Skiing
Nature
Oriental art
Politics
Travel

C. SERVICES PERFORMED

It was found that a VICCI team can provide a good number of services without interfering with the professional activities of the staff. The following is a list of the kinds of services that have been performed to various degrees by VICCI teams:

Develop and maintain a resource library of current college and career information including college catalogues, directories of vocational and technical training sources and occupational-centered curriculums.

Assist students in interpreting information in the various resource publications.

Answer routine questions about graduation requirements and entrance requirements for college.

Visit homerooms and classrooms to publicize and promote college admission and scholarship qualifying tests; assist in registering students for these tests (SAT, PSAT, ACT, etc.).

Help students to find answers to their questions concerning specific colleges, testing and admissions procedures, financial aid, and career opportunities.

Secure additional material or information for the student via mail or direct phone contact.

Make arrangements for student visits or field trips to Bay Area colleges and universities, vocational and technical training institutes, and business and industrial sites.

Help students with applications and other forms--college admissions, financial aid, employment, etc.

Administer interest and self-assessment surveys and discuss the results with each student.

Arrange for persons in various career fields to talk with students.

Encourage students to begin to consider post-high school options.

Maintain a file of current information on civil service and apprentice program opportunities and post announcements of examinations for opening in these areas.

Arrange and announce visits by college recruitment officers, apprenticeship program representatives, Federal and State employment representatives, and recruiters from personnel

departments of local business and industry.

The services that are actually performed at each site vary and tend to depend on a number of factors including: number of volunteers, level of competence and confidence of the volunteers, space, relationships with the staff, student response to a particular service, the gradually increasing reliance of the staff on VICCI, etc.

III. EVALUATION

A. STUDENT EVALUATION

A questionnaire (see Appendix B) was distributed to each student for whom an individual student contact card was available--a total of 1671 questionnaires. More students than this were serviced by VICCI during the year. The individual contact card was initiated during January 1971; names were not available for many students interviewed prior to that time. The figure also does not reflect students who dropped in to browse or to pick up applications.

Questionnaires were sent to students in their homerooms with a note attached requesting a reply--responses were anonymous.

The following chart reflects student responses to part I of the VICCI questionnaire:

CHART I

* I learned about the Volunteers in College and Career Information from:

	% Balboa	% Galileo	% Lowell	% Mission	% W. Wilson
Daily Bulletin	26	6	15	24	27
By Counselor	33	28	5	32	8
By Teacher	28	9	1	18	8
By Friend	21	6	68	9	8
By Accident	5	47	16	12	35
Other	9	3	6	16	12

* Please note: In some cases, students checked more than one choice, in others, the question was not answered.

Results confirm the prevalent suspicion that the daily bulletin is not a very effective communication instrument; however, use of it should not be abandoned. Counselor and teacher referrals can be a good source of clients and effort should be continued to develop a closer working relationship with staff. It is interesting to note that over 60% of the students at Balboa were referred by counselors and teachers. VICCI has been at Balboa since the Spring 1970 semester (one semester prior to the other schools)--this suggests that time is an important factor in developing staff cooperation.

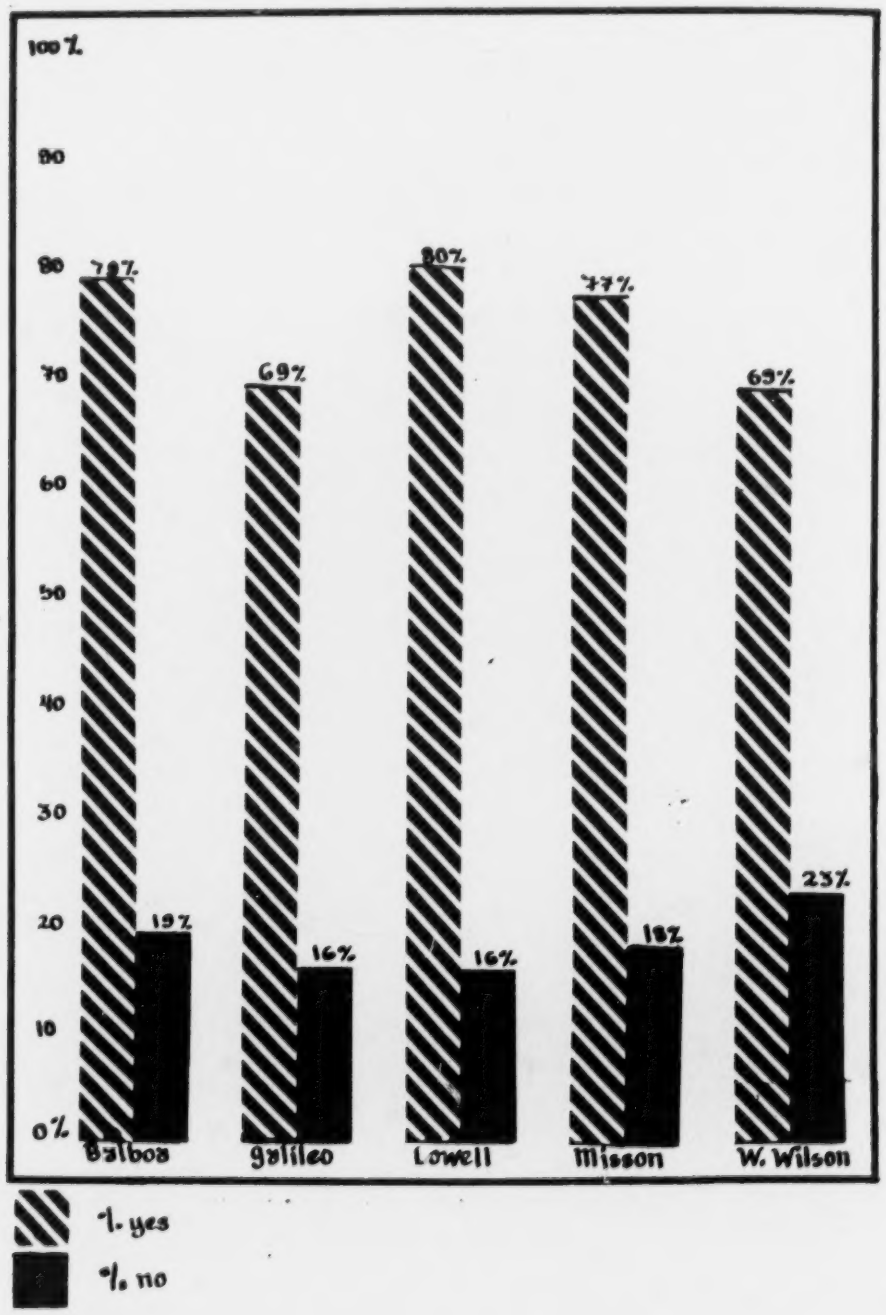
Results at Lowell and at Balboa indicate that the grapevine ("peer communication") can also be an effective stimulus. Satisfied students are probably VICCI's best advertisement.

Results at Galileo (a room shared with a nurse and an excellent school counselor which creates much student traffic) and W. Wilson (room on central corridor near main entrance and close to the counseling office) indicates that location may increase usage.

VICCI STUDENT QUESTIONNAIRE

CHART II

Yes No I got the information I needed.

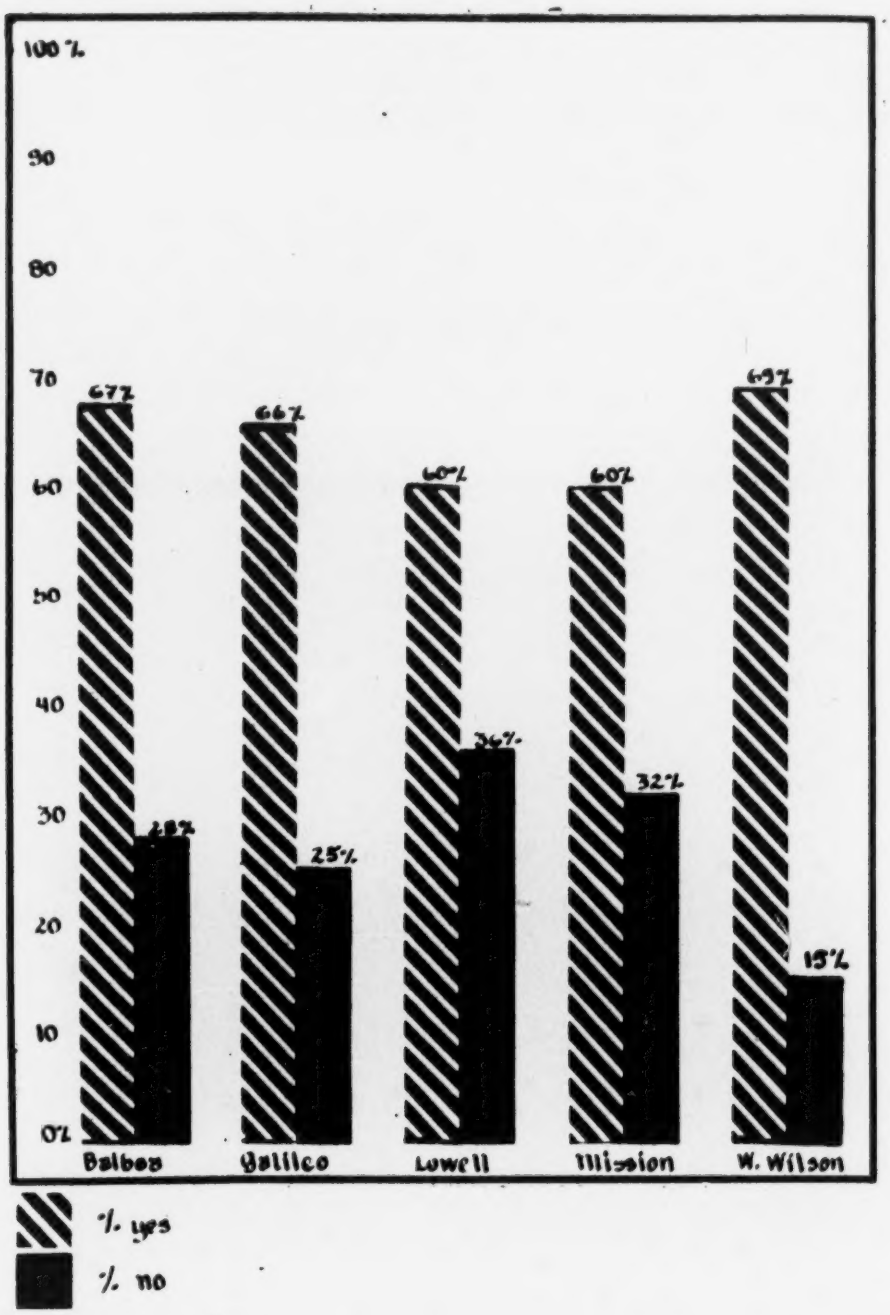


An average of 74% of the students who visited VICCI got the information they needed. The challenge is to identify the information requests that are not filled. VICCI is often mistakenly thought of as a job source--especially in schools where space is shared with the job counselor (Mission and Wilson). The NC figure may reflect this confusion. It is acknowledged that additional career material is needed. VICCI is also expanding its library of college and university catologues.

VICCI STUDENT QUESTIONNAIRE

CHART III

Yes No I've gotten some new ideas aobut my future plans as a result of visiting VICCI.

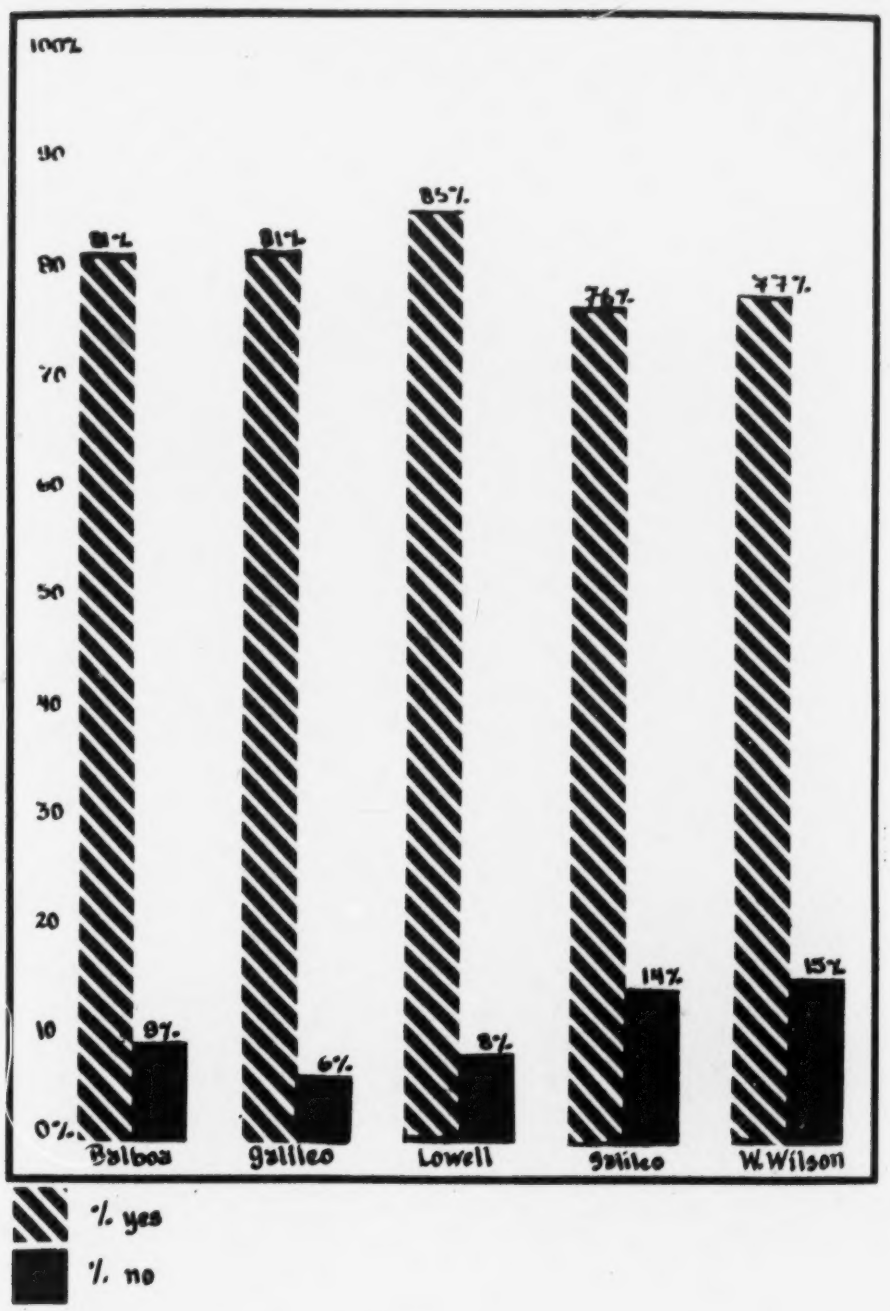


Results confirm that students do consider other alternatives as a result of their visit to VICCI. An average of 64% of the student respondents indicated they developed new ideas about their future.

VICCI STUDENT QUESTIONNAIRE

CHART IV

Yes No I think I might come back again to VICCI for more college or career information.

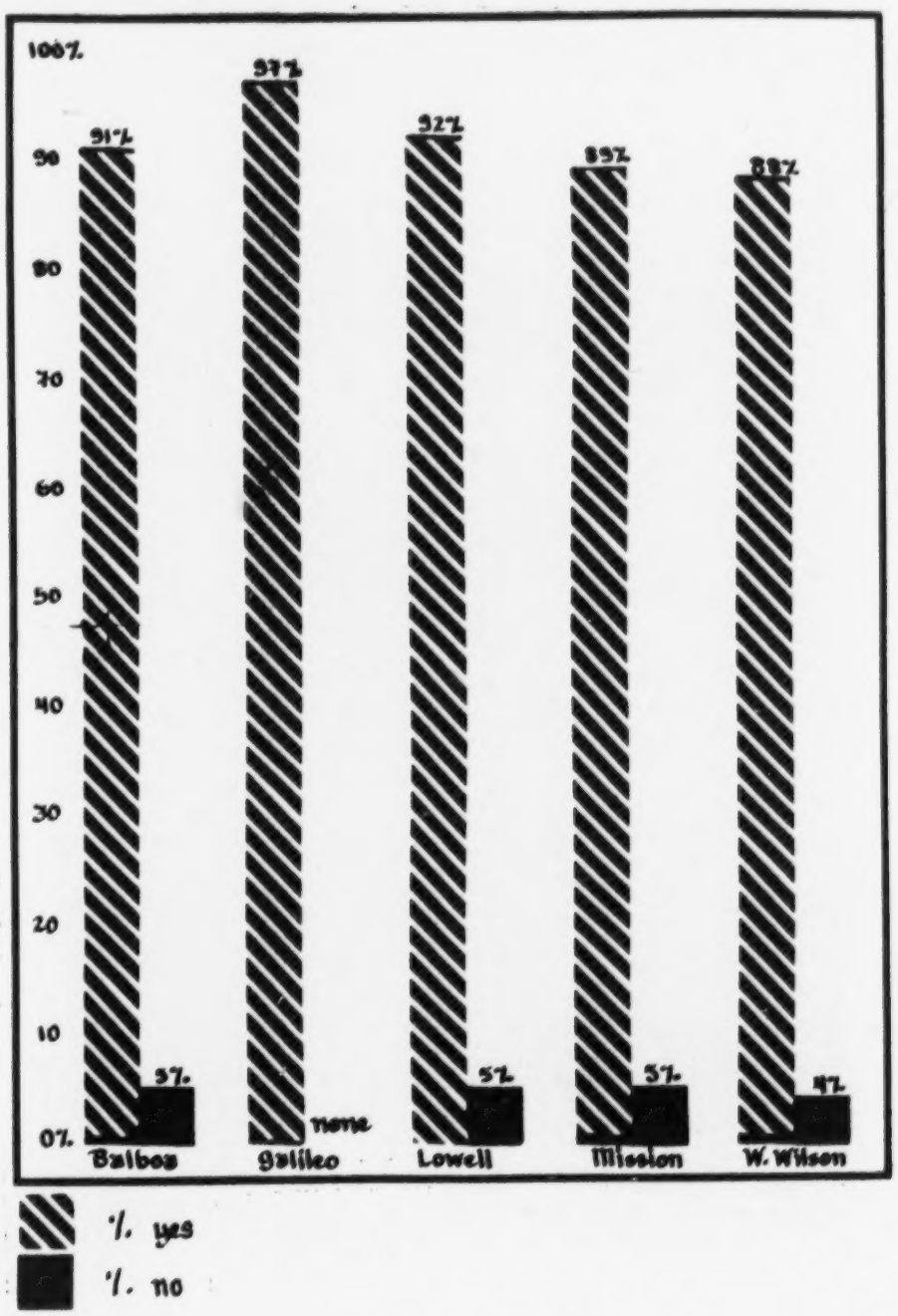


Over three-fourths (average of 79.6%) of the student respondents indicated they would come back to VICCI for more college and career information. Comparison with CHART II suggests that many students will return to VICCI even though they did not get all the information they wanted on their first visit.

VICCI STUDENT QUESTIONNAIRE

CHART V

Yes No I think I would tell my friends to go to VICCI to get college or career information.

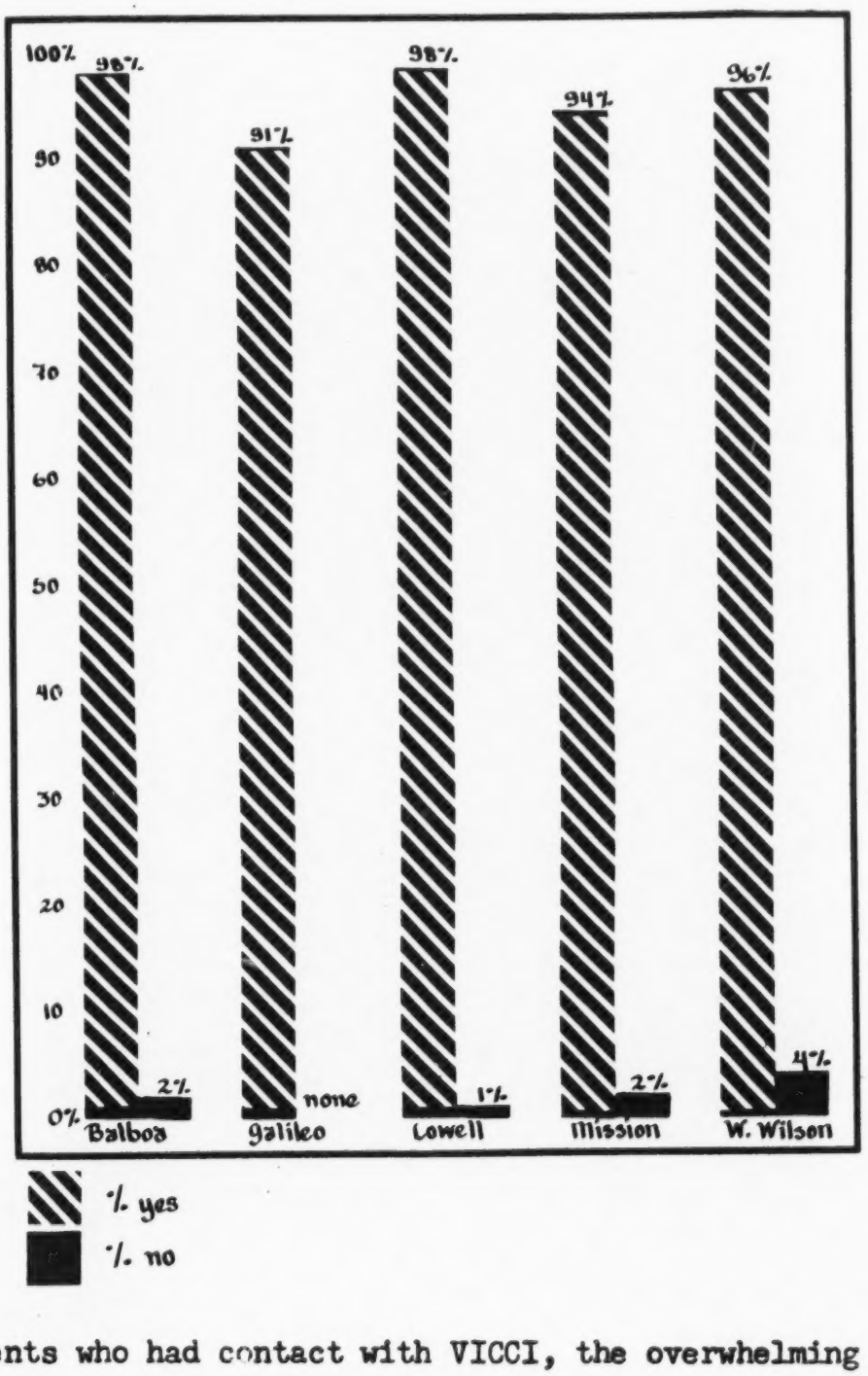


Students have sufficient regard for VICCI so they would refer their friends to it. An average of 91% of the students indicated they would tell their friends to go to VICCI to get college or career information.

VICCI STUDENT QUESTIONNAIRE

CHART VI

Yes No Do you think the VICCI program should continue at this school next year?



Of the students who had contact with VICCI, the overwhelming majority (average of 95%)of those who responded think that the program should continue at their school.

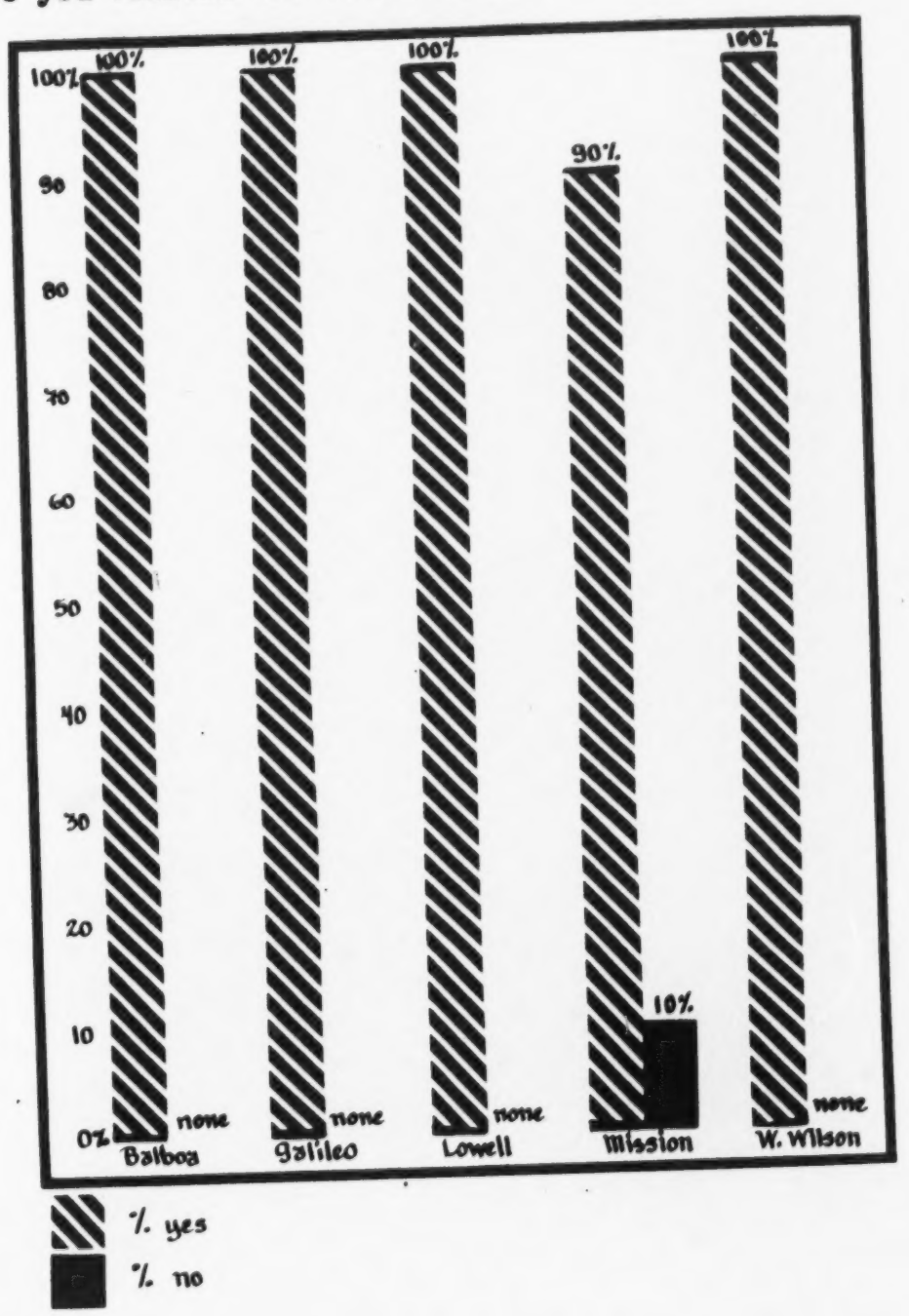
A SELECTION OF STUDENT RESPONSES TO THE "RECOMMENDATIONS" AND "COMMENTS" SECTIONS OF THE QUESTIONNAIRE APPEAR IN APPENDIX G.

B. STAFF EVALUATION

A questionnaire was distributed to the counseling and administrative staff in each school (see Appendix C). Return of questionnaires was somewhat disappointing (Lowell--53%, Mission--59%, Galileo--67%, Balboa--67%, Wilson--77%). Responses on returned staff questionnaires are favorable--CHARTS VII THROUGH XI reflect these responses.

CHART VII

Yes No Have you visited the VICCI office?

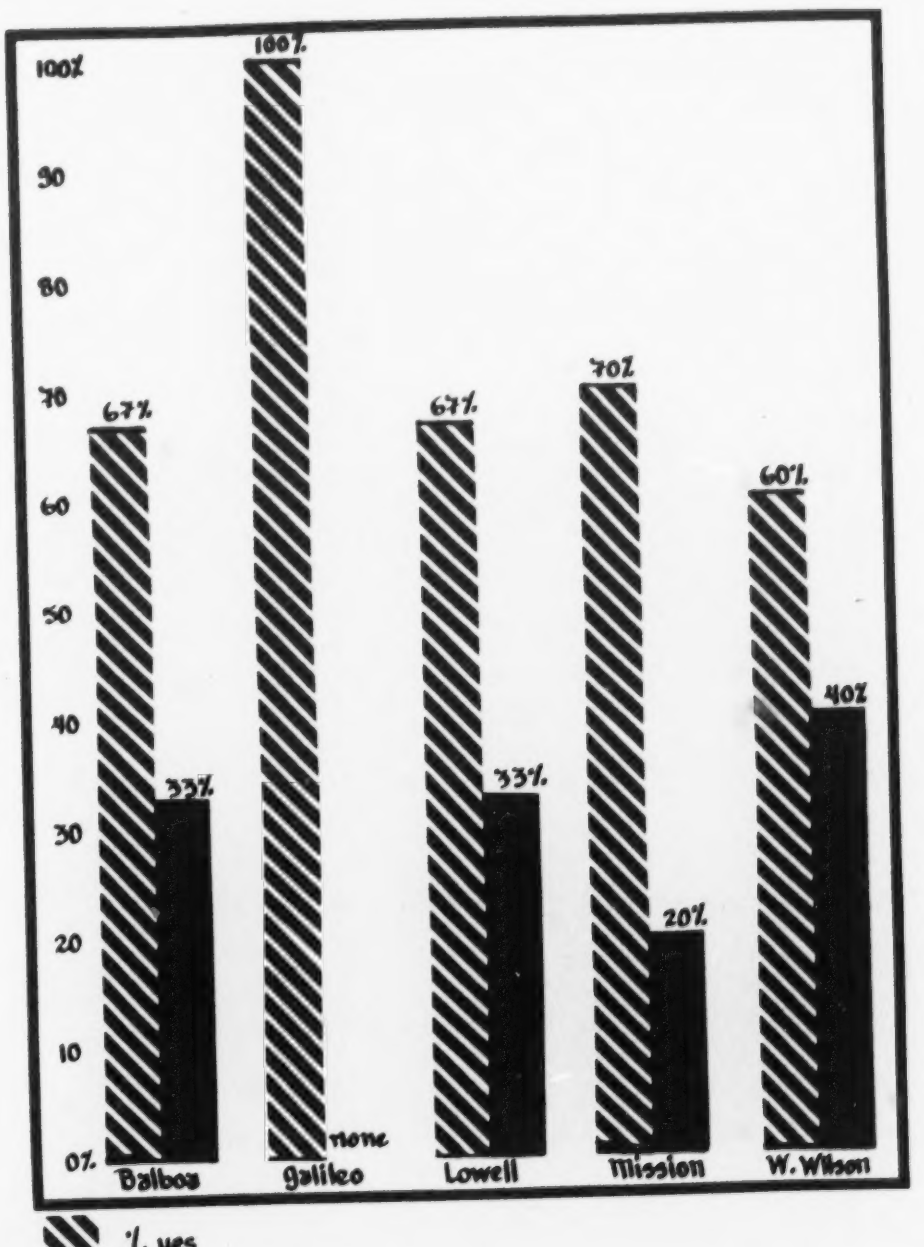


Practically all staff respondents indicate that they had visited VICCI.

VICCI STAFF QUESTIONNAIRE

CHART VIII

Yes No Have you used any of the VICCI materials?

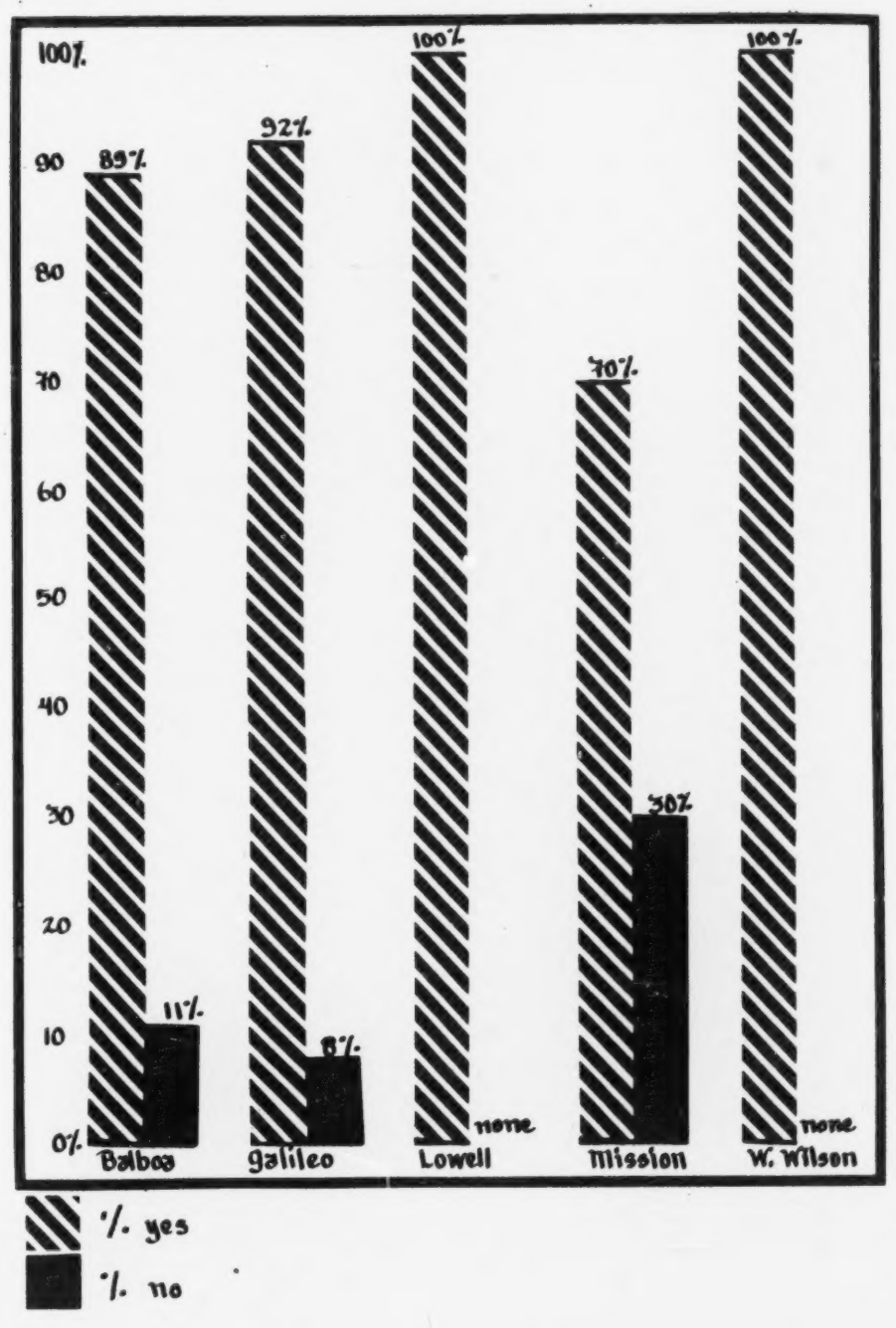


A majority of staff respondents indicated that they had used VICCI materials. Administrators are actually less likely to use VICCI materials than counselors; the lower figures probably reflect this.

VICCI STAFF QUESTIONNAIRE

CHART IX

Yes No Have you ever sent a student to the VICCI office for information?

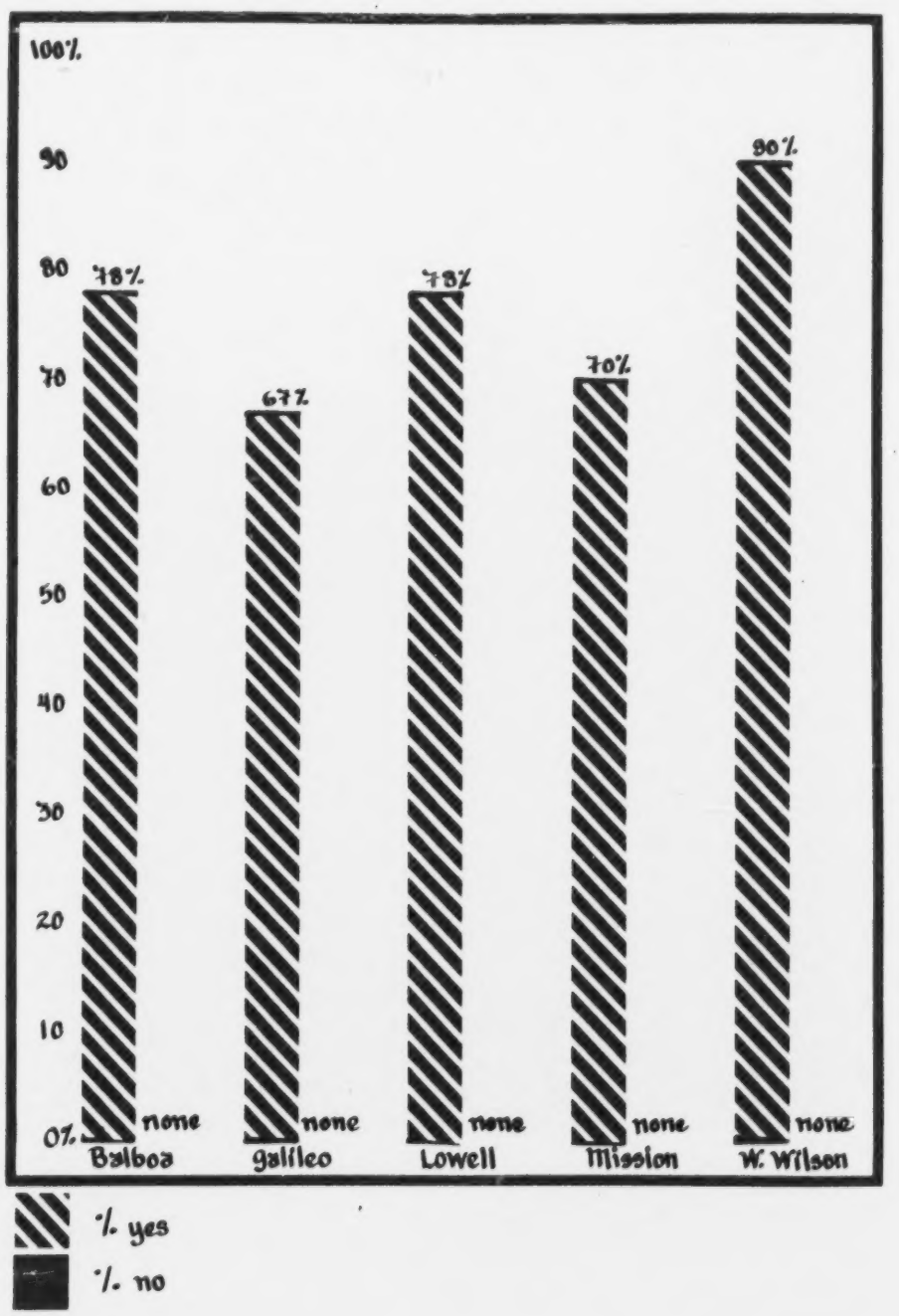


Most of the staff respondents have referred students to VICCI. Again, administrators are less likely to do this.

VICCI STAFF QUESTIONNAIRE

CHART X

Yes No If your answer to the preceding question was YES, do you think the student got the help you wanted him (her) to have?

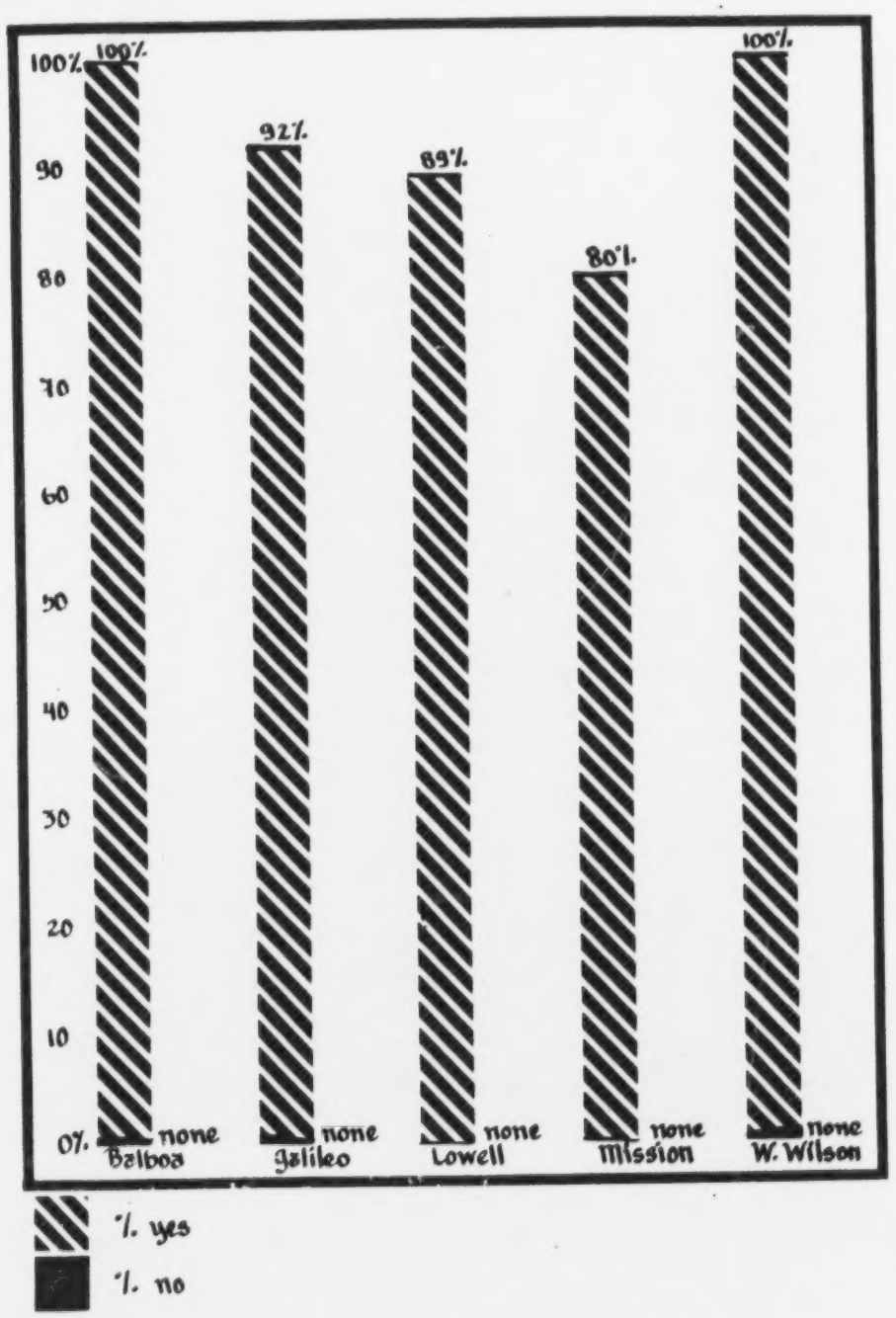


In cases where staff had referred students to VICCI, more than two-thirds of the respondents knew that the student had received the information requested.

VICCI STAFF QUESTIONNAIRE

CHART XI

Yes No Do you think the VICCI program should be continued at this school next year?



An average of 92.5% of the staff respondents thought that VICCI should continue at their school next year. In no case was "NO" checked as the response.

A SELECTION OF STAFF RESPONSES TO THE "RECOMMENDATIONS" AND "COMMENTS" SECTIONS OF THE QUESTIONNAIRE APPEAR IN APPENDIX H.

C. EXCERPTS FROM THE LOWELL HIGH SCHOOL "ACCREDITATION REPORT", 1970-71

Following staff response, it is appropriate to include comments from the accreditation committee which relate to the VICCI program at Lowell High School:

VI. PUPIL SERVICES, p. 105 ff.

B-5: What resources are utilized in counseling students?
a. Volunteers for college and career information center

F-1 Describe...program used by counseling staff to inform students of collegiate or other educational requirements & opportunities, and requirements for scholarships:...
f. Up-to-date file of approximately 500 college catalogues kept in college & career information center (north wall of Room 118.) Volunteer aides are now working in this resource center.

F-2: Describe...program...to inform students of career opportunities following graduation.
a. Career information is available in the counseling resource center. In addition to Lowell's vocational counselor, trained community volunteers are available regularly for career counseling.

H-2: Articulation of the pupil services program...Between high school and post-high school experience.
a. The college and career information center is designed for the student to get help in finding out about possible school and career choices...

N. Evaluate the pupil services programs...

Strengths...

9. The opening of a counseling resource center in spring 1971.

Weaknesses

1. ...career counseling facilities have not been fully developed. Volunteer community advisors are now available to students on a regular basis...
3. Communicating counseling services to the student body is difficult.

Recommendations

3. Career counseling facilities should be improved. The trained community advisors and the career/college catalog library are steps in the right direction. The opening of the counseling resource center will also help.

D. VOLUNTEER REACTION

A useful evaluation of the effectiveness of volunteer performance can be deduced from the generally positive reactions expressed by students and staff. However, given the diversity of background and experience among the volunteers, any evaluation of their own feelings about the program must be extremely subjective and based principally upon such concensus as were expressed at team meetings during the year.

Both job satisfaction and continuity of service seem to relate to these two factors:

1. Development of a sense of "belonging to a team".
2. Proportion of the volunteer's time spent in direct contact with students on one-to-one basis.

The team sense depends primarily upon the attention and attitudes of the team captain. It may also be affected by the individual's previous experience--or lack of it--in volunteer work.

In spite of some early concerns about communication problems, generation gaps, socio-economic and racial differences, etc., nearly all the volunteers have been able to establish effective contacts with a number of students. A few volunteers have enjoyed going into classrooms (at the teacher's invitation) to describe the VICCI program, test schedules, and so forth, or have worked in other group situations set up by a counselor. However, nearly all volunteers repeatedly cite individual student contacts as the primary source of satisfaction in their job.

Especially mentioned are those contacts where they, as volunteers, have been able to perform a service for the student that could not have been performed by the counseling staff because it required special knowledge or a great deal of individual research, time, etc. The following

general examples have been extracted from volunteer experiences this year:

Dec. 70. . .Black male student. . .cheerful, confident, bright, articulate. . .interested in social work and attending University of California. . .totally unaware of UC's Nov. application deadline. . .volunteer contacted PACT, INC. counselor who helped him apply late. . .almost certain to be admitted to UCSD Fall 71.

Girl, would like to become Rabbi. . .volunteer researched possibilities. . .UC Berkeley School of Religion indicated there was a precedent of a woman Rabbi in Cincinnati. . .refer to Rabbinical School, Cinn. . .girl later took Kuder Occupational Interest Survey. . .results--1, religious director; 2, social caseworker. . .confirming girl's consideration of social service profession.

Boy--interested in electronics. . .spoke about options . . .student has some problems with English--does not understand and often is not understood by teachers. . .seriously considering dropping out of school. . .volunteer who also has a heavy accent (Dutch) met with the student four times . . .talked about the value of education, how to cope with discouraging events in life, etc. . .student said he had never talked with an adult like this before--"they usually have no time for me, or they don't listen". . .volunteer also arranged for tutoring in English for the boy.

Frankly, a heavy and unattractive girl. . .stumbled against desk. . .volunteer started talking to her. . .girl liked children. . .volunteer mentioned some fields relating to children. . .poor self-concept--"not good enough for any training", "would be too hard for me". . .volunteer did some research to find out about programs the girl might get into . . .girl began to come in weekly--sometimes to talk or watch--sometimes to ask questions.

Girl, career goal--registered nurse. . .applied for program at CCSF. . .wanted work experience in hospital setting. . .volunteer gave her name to a doctor at S.F. General who needed help in Children's Clinic. . .girl was contacted, been working there since, doing a fantastic job. . .everyone in clinic interested in her--they have offered to write reference letters for CCSF program.

Chinese speaking volunteer. . .sent notes written in Chinese to parents in 2 cases. . .1, about SAT test; 2, about tutoring. . .parents called volunteer at home. . .she clarified info since parents spoke no English.

Handicapped boy. . .wanted a volunteer job to build into post-graduation reference. . .volunteer lined up possible job for him with "Aid To the Visually Handicapped". . .boy has been interviewed and has started job. . .counseling office pleased--did not have contact to place him.

Boy, career interest--policeman. . .wanted to go to CCSF, then transfer to USF, but take ROTC at USF while attending CCSF. . .high school ROTC teacher did not have info . . .volunteer called USF ROTC and got info. . .two tries by student and third by volunteer to secure form from high school ROTC teacher. . .by that time scholarship deadline has passed. . .however, volunteer and student completed and submitted form to Presidio. . .volunteer arranged interview for student with USF ROTC.

Boy, wanted to attend UC Berkeley. . .would have to submit a late application. . .parent could not afford expense. . .VICCI aide called UC's EOP Director and explained student's plight. . .appointment made. . .chances good that student will be accepted with complete financial aid.

Iranian student. . .in SF 2 months. . .volunteer secured application for UC and State colleges; assisted him in completing them, helped arrange for admission exams . . .volunteer made calls to UC, SF State, Iranian Consulate and other organizations for financial aid and other info. . .gave student the name and phone number of the President of the Iranian Student Organization at UC Berkeley.

Boy, wanted to know "all about college"--why go? what do you learn? etc. . .really didn't know what college was all about. . .talked, looked at some catalogues together. . .couldn't identify any interest area other than "chess". . .volunteer suggested interest survey. . .taken, scored, discussed. . .student then read Occupational Guides relating to interest areas. . .no decisions on specific colleges or courses but student did make a list of sources of further info on specific careers. . .will probably be back in the Fall. . .in the meantime, volunteer gave him Timetable For Getting Into College as a guide.

Boy, wanted job information. . .aide gave him the info available. . .and advised student to call job counselor at Federal Civil Service. . .student followed through and was referred to Mr. X. . .Mr. X called aide who recommended student as good worker. . .student will be working during the summer and it could develop into something permanent.

Chinese boy, from Hong Kong 2 years ago. . .concerned about low English score on admission test. . .volunteer reassured student t h a t this, by itself, would not result in deselection. . .then student, shyly, with his adequate but limited command of English spoke about another problem . . .that he entirely lacked the 2-year foreign language requirement for UC. . .volunteer suggested that student arrange for teacher to administer test which would demonstrate the equivalent of two year's study of Cantonese . . .teacher agreed to do so.

Spanish boy. . .family returning to home country. . . student staying here for graduation. . .intent on attending university in Mexico. . .Mexican university stated it would not accept high school record because he was not attending a school classified "academic". . .volunteer took boy to Mexican Consulate. . .problem corrected. . .academic classes taken at student's SF high school would be acceptable.

American Indian girl--interested in some field of medicine, not nursing. . .trying to decide whether to take college prep. program that would qualify for Univ. of Calif. ... .doubtful about possibility of attending college--family problem (divorce)--little hope. . .girl would like to attend UC Davis. . .volunteer wrote to the Library of Congress--led to Daughters of the American Revolution--special fund to assist American Indians attending college. . .if grades qualify for admission, DAR will contribute money for clothes and $100 per semester spending money. . .volunteer wrote to UC Davis--assured aid would be available when admitted. . .student now has a personal contact with American Indian at UC Davis and a letter from the DAR confirming their commitment.

During the Fall, some volunteers felt discouraged as they spent lonely hours studying their own reference materials, while waiting for "clients" to materialize. By Spring, however, their discouragement gave way to nearly universal confidence among the volunteers that VICCI is now becoming known to the students as a useful and dependable part of each school's pupil services program. As volunteers have come to know individual counselors, and have fulfilled specific assignments for counselors or teachers, the volunteers have developed an increasing sense of identity with the school. This is reflected in the apparent intent of nearly all the volunteers to return to "their" school next Fall.

IV. OPERATION

A. BUDGET

A copy of the first year's budget appears below showing the usage of the portion of $30,000 that has been spent and the anticipated balance. The school fiscal office is handling the money and it has been bound by the same restrictions as apply to school funds; expenditure is difficult and disbursement is made with considerable delay (see Fiscal Dilemma--Appendix D).

	ALLOCATED	EXPENDED	PROJECTED BALANCE
Credentialed Counselor	$12,080.-	$12,080.-	-
Part-time Clerical Help Aug 1970-June 30,1971	3,830.-	3,679.-	$ 151.-
Contractual Services	8,840.-	5,233.-	3,607.-
Supplies and Materials	3,500.-	2,421.-	1,079.-
Office Machines and Equipment	1,500.-	1,483.-	17.-
Travel Expense	250.-	-	250.-
TOTALS	$30,000.-	$24,896.-	$5,104.-

B. TRAINING

In all, ten training sessions were held. Six of these were conducted during the Spring 1970 semester. They were arranged by the San Francisco Education Auxiliary training chairman with the assistance of the San Francisco Unified School District staff members. These six sessions provided a comprehensive training series including the following topics:

1. Role Of The College & Career Information Volunteer--including goals; responsibilites; relationships: with students, with staff
   Communication and Motivation
2. Orientation To The Assigned School And Its Setting, Resources And Needs
3. College And University Admissions--regular and special
4. College Admissions Tests And Financial Aid Programs
5. Occupational Preparation Information
6. Training Follow-up And Evaluation

Many of the persons who participated in these training sessions were not actually available as volunteers in September when the project began. In most cases, the person's commitment or schedule had changed so that they were no longer available for service. It is concluded that the training series must take place closer to the point of service.

In September, a one day training session was held which included college admissions officers, information from the SFUSD Department of Occupational Preparation, suggestions on communication techniques, and small group sessions in which team volunteers met with students and counselors from the high school in which they were to serve. This was a first session for new volunteers and a refresher session for those who attended the Spring 1970 series.

During the Spring 1971 semester, three sessions were held which dealt

primarily with communication techniques. The National Council of Jewish Women has helped considerably by contributing to training costs and providing space for training sessions.

As a result of this year's experience, it is concluded that training should take the following form for new volunteers:

1. a didactic session to present reference and resource materials to volunteers
2. a presentation by "college admissions" or "relations with schools" officers
3. observation of operating programs
4. on-the-job training: team meetings with veteran and new volunteers
5. orientation to communication and interview techniques

During the year, sessions should be held to resolve problems which the volunteers are experiencing. Workshops on the use of self-assessment and interest surveys appear to be desirable.

C. RESOURCE MATERIAL

VICCI has gradually built an excellent reference library of college information. This has been a slow process due to delays from time of ordering materials to time of delivery (see Material, Supplies, Furniture and Equipment Dilemma--Appendix E).

Limited career information has also been collected--additonal work must be done in this area. It had been promised that considerable career information would be available through the Career Guidance program which operates as a part of the Department of Occupational Preparation. This has not been the case and VICCI has had to develop and collect its own career information.

Volunteers have indicated some frustration when attempting to retrieve data from the wealth of college resource material. It appears that volunteers would benefit from a more systematic method of categorizing and shelving reference material and from additional orientation to the content and use of the resource material. This orientation will be an integral part of the initial session of the Fall training program.

D. AIDE PROGRAM

During the year, VICCI was especially short of volunteers at Lowell and Woodrow Wilson High Schools. To insure that the VICCI center was covered during the school day, an aide program was initiated. College students were hired to work for VICCI--primarily graduate and undergraduate students who are training in counseling, psychology, social work, or sociology. In order to guarantee minority involvement in the program, seven of the eight aides used this year are minority persons. For persons who are preparing to become high school counselors, the VICCI program is an excellent opportunity to learn to assist students with post-high school options and to become familiar and efficient with resource materials.

The Board of Education policy of approving all names of persons who work in the district creates a problem in that it is not possible to assess a need, recruit, and immediately place an aide. Under the present system, there is considerable delay between the time a person is identified for hire and the time at which he may begin to work with reasonable assurance that he will be paid (see DILEMMA OF 39 + DAYS--Appendix F).

An additional problem in the aide program has been delay in the disbursement of payment to aides (see FISCAL DILEMMA--Appendix D).

E. SPACE

Space is a key factor in determining the usefulness of the VICCI team. Ideally, VICCI should be located near to, but separate from, the counseling office. The space should allow for storage of the considerable material, for individual conferences, and for small group sessions without disturbing others. The space should be located in a heavy student-traffic area. VICCI should also have access to space which will allow for larger group speaker presentations.

The half-room at Balboa which is along a central corridor has worked well. At Galileo, VICCI shares a room with the nurse, a counselor, and the drug program. Although the space is small, it has had the advantage of being in a heavy student use area and has brought clients to VICCI whom we might otherwise have missed. A corner of a room is also provided at Galileo's west campus. At Mission, VICCI has operated as a part of the Career Center; a space which would allow for more direct access by students would be preferable. VICCI's present locations at Lowell and Wilson are currently satisfactory.

VICCI space at central office is crowded and inadequate. It does not allow for the development of a resource center, adequate work area for volunteer and staff research projects, or space for a speaker booking service. Through the year additional space has been promised; next year may hold the solution.

F. COMMUNICATION

INTRA-TEAM--A communication log has been the primary method of communication among volunteers. This is not totally satisfactory since it requires a volunteer to review the entries for an entire week in order to

be informed of current happenings. However, a large monthly calendar, with posted events and appointments, may adequately supplement the log.

Communication by a team captain is a vital element. A captain who maintains phone contact with team members and who visits the site a few times per week adds immeasurably to team strength and morale.

INTER-TEAM--Some volunteers indicate a desire for more communication with members of other school teams. This request may be satisfied through a forthcoming newsletter, dubbed the VICCI VOICE, which will keep volunteers informed about impending test deadlines, new reference materials as they are added to the libraries, and special programs and activities developed in one school which volunteers in other schools may wish to duplicate.

In addition, the plans for several advanced training sessions during the year, focusing on communication and interview techniques, will give the volunteers from all the schools an opportunity to meet together to exchange experiences, problems, and ideas for solutions.

PHONES--Services this year have been hampered by lack of phones at VICCI sites. Although requested in October 1970, phones at 4 sites were not installed until May 1971. Phone conditions at the central office are unsatisfactory. An additional phone line is required; the two current extensions are shared with two other very active operations. An additional instrument is also badly needed; VICCI clerical staff do not have a phone at the desk--a very awkward working condition.

G. RECORDS

Initially the log served as the primary record of student contact. Since the log was unsatisfactory for retrieval of information and as a method of accountability, a record card has been used since January 1971 to record individual student contacts.

H. MATERIALS, SUPPLIES, FURNITURE & EQUIPMENT

VICCI eventually received the materials, supplies, furniture and equipment that was ordered--usually after considerable delay. The ordering system is an especially frustrating experience for anyone working within the school system. To more fully understand this frustration, please refer to the report MATERIALS, SUPPLIES, FURNITURE & EQUIPMENT DILEMMA (Appendix E).

V. FUTURE PLANS

Future plans for VICCI are based on the conclusion that the first year of operation has developed some useful patterns of service which can be consolidated next year. During the summer volunteers will work on two areas where VICCI resources have been insufficient: scholarship and career information.

Although the VICCI libraries contain the best national scholarship guides, the volunteers discovered during the year that a number of local sources of financial assistance to students were either not widely known, or were not well understood. A committee from the Professional Section of the Junior League will work through the summer on this project, and it is expected that a comprehensive VICCI booklet covering local sources of scholarships will be available in the fall.

The San Francisco business community has been extremely generous with offers of personnel and career information, and a great deal of time and thought has been given to developing the most effective way to use these resources. One approach is the Mission Career Center, where volunteers who are released by their companies meet individually with students who have expressed an interest in the volunteers's career field. Another approach is the Career Resource Bank--business men and women who will work with students in a variety of ways. These may include one-to-one consultations between businessmen and students interested in their fields, small group contacts at both school and business sites, a "booking service" to fill requests by teachers for curriculum enrichment materials and speakers, etc.

In response to requests from the administrations of George Washington and Abraham Lincoln High Schools, the Executive Committee has agreed to extend the VICCI program to these two additional schools. It is also planned, in those schools having Peer Advisor Programs, to offer VICCI's services as a resource center for the high school students who are serving as Peer Advisors. The Peer Advisors, in turn would serve as a peer communication channel to inform the student body about VICCI.

Through the VICCI Voice, and through communications workshops during the year, the volunteers may also serve as an effective channel of lateral communication between schools. Innovative ideas for pupil services which are effective in one school may thus be made available to students in the other high schools. Volunteers will continue to assist members of the counseling staff on request, and will work with teachers who wish to make use of the Career Resource Bank.

It is intended, however, that VICCI continue to be primarily an informal, "drop-in" service to students. This consists of basic college and career information, special research or extra help in exceptional situations, and a readily available "listening ear".

APPENDICES

APPENDIX A

LIST OF VICCI PUBLICATIONS

BOOKLET - VOLUNTEERS IN COLLEGE/CAREER INFORMATION--
A MODEST PROPOSAL OF CHANGE
Program description.

BOOKLET - HIGHER EDUCATION INFORMATION
San Francisco Area

BOOKLET - CAREER INFORMATION
Includes information on Cosmotology, Keypunch, Modeling, Health Careers, Apprenticeship Programs and Airline Stewardess.

BOOKLET - A TIMETABLE FOR GETTING INTO COLLEGE
10th, 11th, and 12th grade
Printed in Chinese, English, and Spanish.

SHEET - SOME QUESTIONS FOR STUDENTS INVESTIGATING SCHOOLS WHICH CHARGE FEES FOR TRAINING.

REPRINT - THROUGH THEIR EYES
Some suggestions for school volunteers.

REPRINT - WHERE ARE THE JOBS FOR EVERYONE?
Description of job market outlook.

SURVEY - STUDENT CAREER SURVEY
Student self-assessment of present accomplishment and career goals.

BOOKLET - KUDER GENERAL INTEREST SURVEY, FORM E
A collection of material to assist the Volunteers in College and Career Information.

APPENDIX B

VOLUNTEERS IN COLLEGE AND CAREER INFORMATION

VICCI

STUDENT QUESTIONNAIRE

Please help us to evaluate our program by completing the following:

I learned about the Volunteers in College and Career Information from

_____ Daily Bulletin
_____ Referred by counselor
_____ Referred by teacher
_____ Referred by friend
_____ By accident, I wandered in
or _____

Please Circle

Yes No I got the information I needed.

Yes No I've gotten some new ideas about my future plans as a result of visiting VICCI.

Yes No I think I might come back again to VICCI for more college or career information.

Yes No I think I would tell my friends to go to VICCI to get college or career information.

Yes No Do you think the VICCI program should continue at this school next year?

Check which school you are presently attending:

_____ Balboa _____ Galileo _____ Lowell _____ Mission _____ Wilson

Recommendations:

Comments:

VICCI VICCI VICCI VICCI VICCI

APPENDIX C

VOLUNTEERS IN COLLEGE & CAREER INFORMATION

VICCI

STAFF QUESTIONNAIRE

Please help us to evaluate our program by filling in the following:

PLEASE CHECK: School: _____Balboa _____Galileo

_____Mission _____Lowell _____Wilson

PLEASE CHECK: _____Counselor _____Administrator

PLEASE CIRCLE:

Yes No Have you visited the VICCI office?

Yes No Have you used any of the VICCI materials?

Yes No Have you ever sent a student to the VICCI office for information?

Yes No If your answer to the preceding question was YES, do you think the student got the help you wanted him (her) to have?

Yes No Do you think the VICCI program should be continued at this school next year?

RECOMMENDATIONS?

COMMENTS?

vjw 5/71

APPENDIX D

FISCAL DILEMMA

Because the District had no funds available, the San Francisco Education Auxiliary sought private funds to give the program a start. In order to insure the flexibility desirable in developing a totally new program, the participating organizations urged that a system be established whereby the funds could be quickly and directly disbursed. Upon being told by the District Fiscal Officer that such a procedure was impossible, the community funds were turned over to the District on the promise that they would be held in a trust fund and could be obtained as required for the project, within 24 hours of request, by means of a requisition by the Project Director and approved by the Supervisor of Guidance and Counseling.

This promise of simplicity has not been carried out in practice.

For example:

> Four to five weeks usually elapse from the time a requisition is submitted to pay the aides until the time they receive their check.
>
> VICCI needed a petty cash fund for quick purchase of small items for team or office use, or to reimburse captains or volunteers for out of pocket team expenses. A small amount of the community funds was requested to establish this fund; the request was denied on the grounds that the district had no way of establishing such a fund. A credit card was then requested with which purchases could be charged to VICCI; this could not be arranged. VICCI operated without a petty cash fund until a thoughtful contribution by the American Association of University Women made it possible to establish one.

QUESTION: SINCE THE COMMUNITY FUNDS ARE HELD SEPARATELY IN A TRUST ACCOUNT, WHY CAN'T THEY BE IMMEDIATELY DISBURSED FROM THAT ACCOUNT FOR THE PURPOSES OF THE PROJECT?

APPENDIX E

MATERIALS, SUPPLIES, FURNITURE, & EQUIPMENT DILEMMA

Since community funds were used for this project, it was assumed that ordering procedures would be more flexible than is common in school district operation. As it turned out, VICCI was bound by district purchasing regulations and procedures.

When the SFUSD processes an order, there are long delays from time of order to time of delivery--even when the goods are in the SFUSD's local warehouses. Whether private or public funds are used, delays appear unreasonable. The following explanation and examples document what happens when goods are ordered directly by a user and what happens when the requisition goes through the SFUSD order mill:

DIRECT ORDER A school user may order goods directly if

1. the total amount of the order does not exceed $25.00
2. the material is ordered from an outside vendor.

PROCEDURE: The user phones the Division of Supplies and gets a Revolving Authorization number over the phone; then the user directly orders the goods from the vendor via phone or mail.

SFUSD ORDER MILL The order must be sent to the Division of Supplies for processing if:

1. the total amount of the order exceeds $25.00
2. item is at SFUSD warehouses (Furniture warehouse or the Supplies warehouse). Such items are listed in the SFUSD catologue.

PROCEDURE: Requisition is sent to Division of Supplies--MUST GO THROUGH SFUSD ORDER MILL.

DIRECT ORDER		NOTES	THROUGH SFUSD ORDER MILL	
Requisition No.	214-12-7		Requisition No.	214-2-1
H. S. Crocker in S. F.		← Same Vendor →	H. S. Crocker in S. F.	
Collator & binders			Stapler & punch	
Ordered	12-14-70		Ordered	2-3-71
Received	12-17-70		Received	4-13-71
DELAY	3 DAYS		DELAY	10 WEEKS
Requisition No.	214-2-23		Requisition No.	214-4-19
City Rubber Stamp Co.			SFUSD Warehouse in S. F.	
Rubber Stamps			Duplicator fluid & paper	
Ordered	2-26-71		Ordered	4-30-71
Received	3-5-71		Received	6-21-71
DELAY	1 WEEK		DELAY	7½ WEEKS
Requisition No.	214-1-3		Requisition No.	214-12-5
Modern Curriculum Press Cleveland, Ohio			SFUSD Warehouse in S. F.	
Booklets			File card cases	
Ordered	1-6-71		Ordered	12-11-70
Received	1-20-71		Received	2-19-71
DELAY	2 WEEKS		DELAY	10 WEEKS
Requisition No.	214-3-21		Requisition No.	214-12-9
Demco in Fresno		← Similar item →	SFUSD Warehouse in S. F.	
Book Supports			Book Supports	
Ordered	3-15-71		Ordered	12-30-70
Received	3-22-71		Received	3-2-71
DELAY	1 WEEK		DELAY	9 weeks
Requisition No.	214-1-14		Requisition No.	214-3-26
Scholarship Info. Cen. North Carolina			SFUSD Warehouse in S. F.	
Booklets			Envelopes & letterheads	
Ordered	1-21-71		Ordered	3-23-71
Received	1-31-71		Received	4-26-71
DELAY	10 DAYS		DELAY	5 WEEKS
Requisition No.	214-4-13	Visual inspection 3-30-71 many on hand →	Requisition No.	214-2-16
McGraw Hill-Novato			SFUSD Warehouse in S. F.	
Books			Storage cabinets	
Ordered	4-21-71		Ordered	2-17-71
Received	4-28-71		Received	4-12-71
DELAY	1 WEEK		DELAY	8 WEEKS
Requisition No.	214-2-18		Requisition No.	214-2-9
H. S. Crocker in S. F.			Nichols in S. F.	
File Boards			File Cabinets	
Ordered	2-18-71		Ordered	2-10-71
Received	2-22-71		Received	4-30-71
DELAY	3 DAYS		DELAY	11 WEEKS

DIRECT ORDER THROUGH SFUSD ORDER MILL

Requisition No.	214-2-8
Dunrite in S. F.	
Duplicator	
Ordered	2-9-71
Received	4-15-71
DELAY	9 WEEKS

QUESTION: SINCE ONE REASON FOR SEEKING COMMUNITY FUNDS FOR THE VICCI PROJECT WAS TO ENABLE USEFUL INNOVATIVE PROCEDURES TO DEVELOP AS QUICKLY AS POSSIBLE, WHY SHOULD SFUSD FOSSILIZED SUPPLY PROCEDURES BE ALLOWED TO HAMPER VICCI'S NEED FOR ADAPTABILITY TO VARYING SCHOOL SITUATIONS.

ADDITIONAL CONSIDERATIONS

Basically, this is a business which operates	38 weeks per year
For practical purposes, 2 weeks lost starting	
2 weeks lost stopping	- 4 weeks
IN BUSINESS	34 weeks per year

AVERAGE DELAY FROM ABOVE EXAMPLES	
Direct Order	7 DAYS
SFUSD Order Mill	8.7 WEEKS

DEADLINES FOR SUBMITTING REQUISITIONS	
Equipment, Supplies & Services--Outside Purchase*	Feb. 17, 1971
Item in Stock (warehouse)	May 3, 1971
Revolving Fund	May 3, 1971

*VICCI granted extension this year:
Equipment Feb. 26, 1971
Supplies/Service Mar. 15, 1971

WAREHOUSE CLOSES FOR INVENTORY Mar. 1 thru Mar. 12
Two weeks during early part of second semester

QUESTION: THE SHORTCOMINGS OF THIS SYSTEM AS DOCUMENTED BY VICCI'S NEEDS ARE SELF-EVIDENT. BUT WHAT IS THE ADVANTAGE OF MAINTAINING EXPENSIVE WAREHOUSE FACILITIES, LARGE INVENTORIES, EQUIPMENT AND VEHICLES, PLUS PERSONNEL WHEN A PRIVATE VENDOR CAN BEAR THESE EXPENSES AND DELIVER AS FAST?

APPENDIX F

DILEMMA OF 39+ DAYS

FACT: Money is available for hiring counselor aide. (See AIDE PROGRAM, IV - D, page 30).

CONDITIONS VICCI ENCOUNTERED THIS YEAR:

a) The names of all persons who work for the school district must be approved at a Board of Education meeting.

b) Business items (personnel) are scheduled once a month (1st Thursday).

c) Resolutions must be submitted 2 weeks prior to the Board meeting.

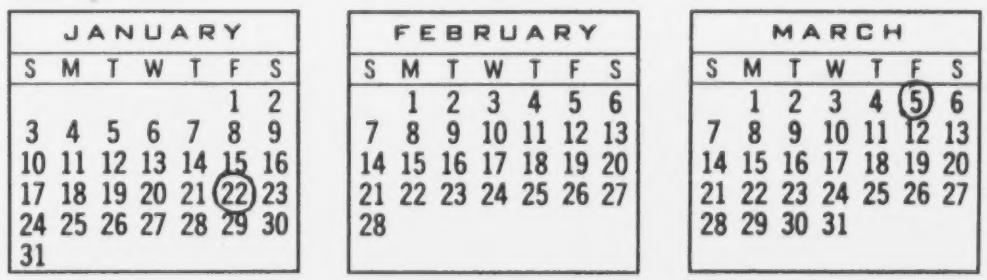
d) The Board likes to avoid retro-active resolutions.

HYPOTHETICAL CASE:

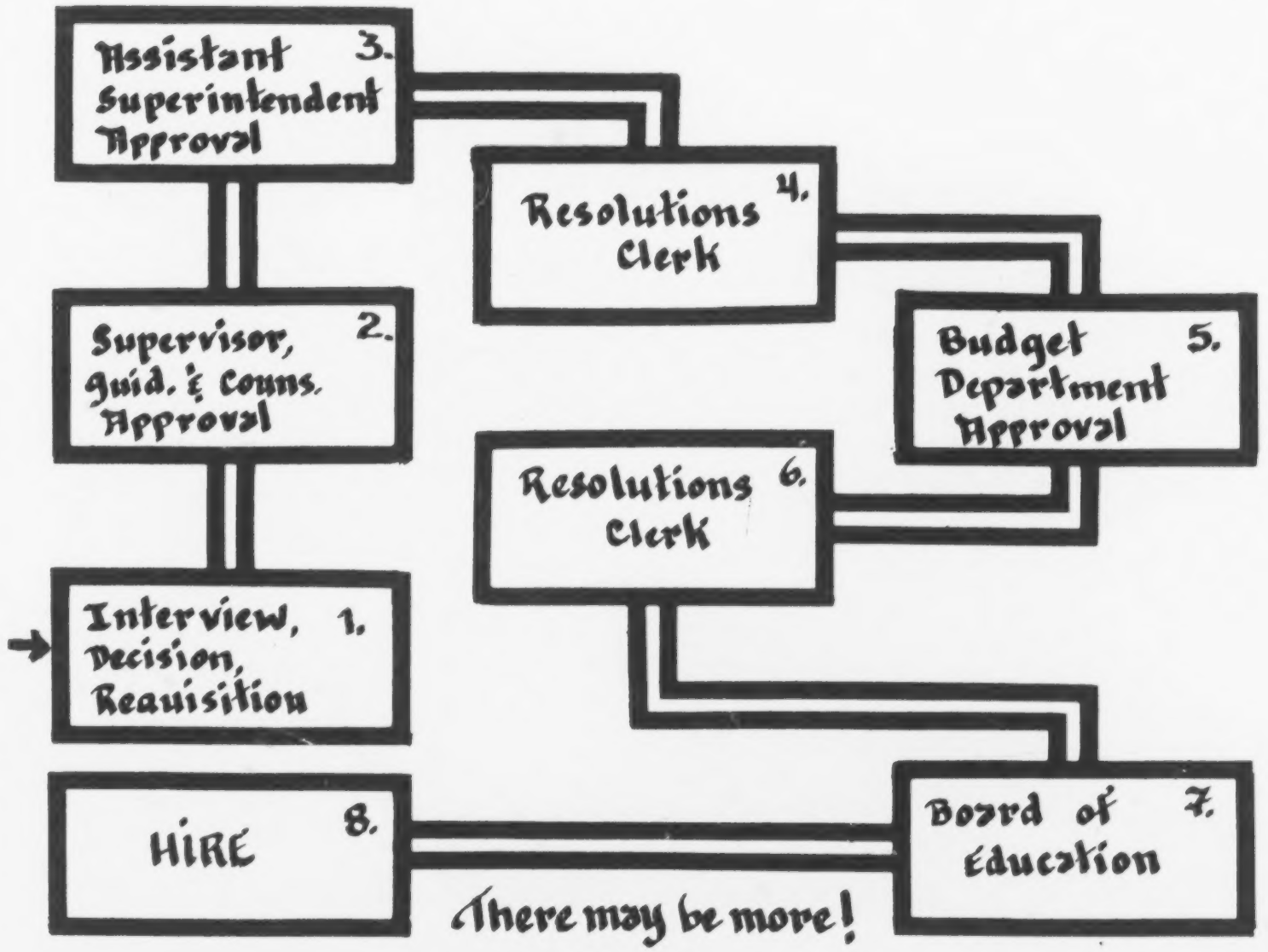
Jan. 22, 1971	Resolution deadline for Feb. 4 Board meeting
Jan. 25,	Minority student interviewed as counselor aide
By Feb. 19,	Resolution submitted for Mar. 4 Board meeting
Mar. 4,	Board approves A NAME
Mar. 5	Aide legitimately begins.

DELAY FROM DECISION TO PLACEMENT:

39 days

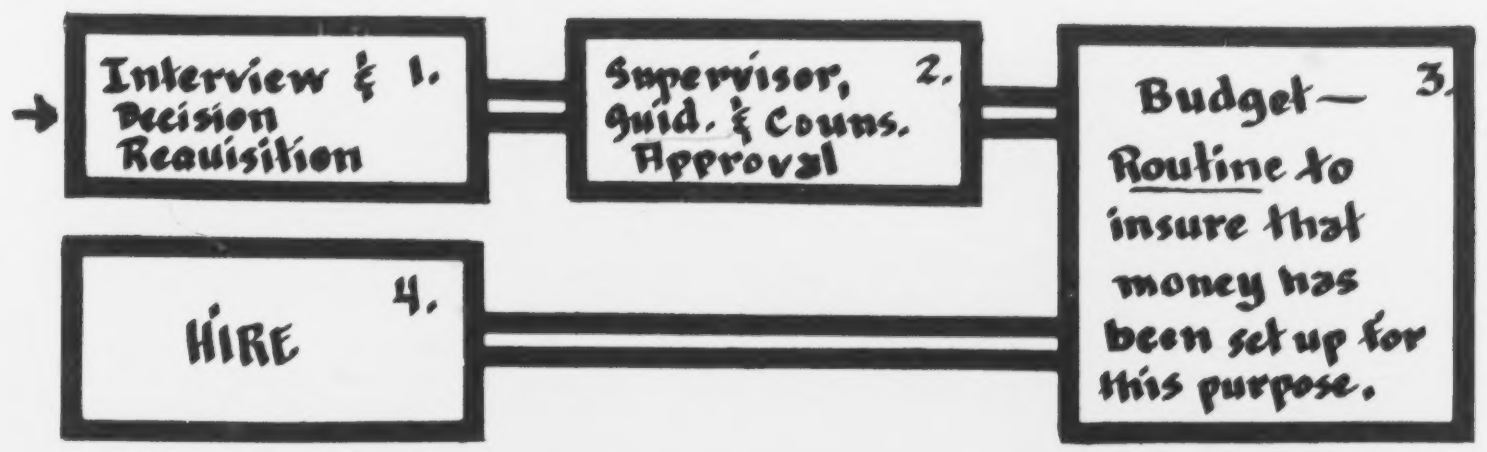


CURRENT PATH: TO HIRE ONE PART-TIME AIDE:



QUESTION: WHAT KIND OF TIME LINE IS THIS?

DESIRED PATH:


Interview & Decision Requisition 1.
Supervisor, Guid. & Couns. Approval 2.
Budget— Routine to insure that money has been set up for this purpose. 3.
HIRE 4.

QUESTION: WHAT WOULD HAPPEN IF THE BOARDS OF PG & E, AT & T, BANK OF AMERICA HAD TO SPEND TIME AT THEIR BOARD MEETINGS TO APPROVE THE NAMES OF EVERY PERSON HIRED FOR A PART-TIME JOB?

APPENDIX G

A SELECTION OF STUDENT RESPONSES TO THE "RECOMMENDATIONS" AND "COMMENTS" SECTIONS OF THE STUDENT QUESTIONNAIRE

The VICCI is a very informative staff and should be continued through the the following years. -Balboa-

I think the volunteers or the school should give more information to students about the help this program can give and stress the casualness of visiting. -Balboa-

The VICCI is a very good program. It helps you kinda set your mind on what you are really looking for and what college is and the qualifications it takes. -Balboa-

Have posters advertising it all over the school. I just wish more people knew about it. -Balboa-

Have people come to talk about their occupations. -Balboa-

I think the people in VICCI are doing a wonderful job. I would like to thank them for helping me to plan my future.

I think they ought to make it a permanent program in all high schools. Its a great program because now that I know what I'm going to do my parents are happier too. -Balboa-

You need more information on musical careers. -Balboa-

It really helped me decide which college I wanted to go to, and which one would do the most good as far as my future plans go. -Balboa-

Make it more appealing to students. -Balboa-

It would be great if they could have more information regarding careers in industry. (Carpentry, Mechanics, Machinist) I found that most of the information dealt with colleges. I think its good there is something being done to help students choose a career or college. Too many students in the senior year just don't know and they should. -Balboa-

This is a good deal for students, whether going to college or not. I hope that there is more publicity about this as most of the students think its only for college bound students. Try to reach the student not going on to college. -Balboa-

I think that maybe you should have a special meeting for the students of this high school so then you can explain why and what reason you are here. -Balboa-

I think the volunteers did a spectacular job. They really outdid themselves. I got a lot of information I needed. -Galileo-

The program is not well publicized. They do not offer enough vocational assistance. -Galileo-

I found the VICCI people very helpful and willing to give of their time in order to help me with my questions. I would definitely recommend VICCI to anyone who needs help in planning their career. -Galileo-

This is an outta sight program--keep it going. -Galileo-

More information on current available scholarships. VICCI people are sincere and eager to help. I appreciate it. -Galileo-

VICCI really helped me to decide what my major should be and it also answered many questions that were troubling me about college. -Galileo-

Make a list of scholarships and announce it. Get college information to Jr. High's and low sophomores. Encourage new classmates (jrs., sophs., and freshmen) to know college requirements, possiblilities of future jobs and careers. Announce yourself, advertise! -Galileo-

That they have more men working as VICCI volunteers. The workers are nice, but there is one that I really like; they take more time with you than the teachers. -Galileo-

I feel you should continue with this program. It is a lot of help. Where else can you find help in school except in the library, but sometimes it can't even help you. Thanks. -Galileo-

Should let people know who is working here (with a badge or something). -Lowell-

You should have a broader span of available information on college prep. courses to help us select <u>future</u> courses. This would better us for college, and in turn for our careers. -Lowell-

More workers are needed. It is a great program, it should be continued. The volunteer workers have been doing a great job. Please keep it up. -Lowell-

It might help if there was a readily available list of resources in the room for people who wander in. It might be easier to utilize everything in that way. -Lowell-

I think the center should provide more information on individual careers or specific narrower or semi-professional fields instead of just the professional careers. I think that this program is really worthwhile. -Lowell-

The only recommendation I can recommend is to pray that the Board of Education doesn't decide to cut off funds for the program. -Lowell-

Not too many students in this school know about this program. I suggest that you "advertise" the program in daily bulletins, posters on hallways. I think the program should reach those that are just drifting with the rest of the school's population. -Lowell-

I realize that it may be difficult, but you should always try and have someone in there to help people because sometimes I walk in and no one is there who can assist me. I feel that this is really one of the best services this school has and that it definitely should remain in operation. -Lowell-

Get own room!!! -Lowell-

I really enjoy the volunteers' interest in talking with the students. They become involved and really care. -Lowell-

I really like this program. This is really giving me a clearer mind on what I'm going to do when I graduate. I intend to go for more information. -Mission-

Is this program just out to help you make up your mind as to what to do in the future or does it also help you get a job? -Mission-

Show films on some colleges. Could you set up a date for the different types of doctors? (devote a day for a profession) VICCI volunteers seem to know what they are talking about. -Mission-

It would be better if you had a person who knows more about armed forces careers. -Mission-

Get more people to work on VICCI staff. -Mission-

In some way get it to all the students; they still don't know about this program. Keep it! Because it's a good program. -Mission-

I think that in order for people to learn more about VICCI, you should hold a rally in the auditorium and tell the people all about it. I have been there several times and really think it is very helpful for me in the future. It really helped me figure out what I want to be. -Mission-

I recommend every one to visit the VICCI program, at least before they graduate. All the VICCI Volunteers are very nice. -Mission-

They made sure I understood the information I was given. -Mission-

It helped me to get into State! -Mission-

I recommend that VICCI continue their Volunteers in College and Career Information because it has been a great help to me and other students here. -Wilson-

It's really nice you should come here. -Wilson-

Get college applications on campus ready for distribution. -Wilson-

I think that this program should go on because it has helped a lot of students in my high school. I have no comments, I feel that VICCI is doing a very good job. -Wilson-

I think that they do an excellent job. I wish that it remains in service as long as it can be useful to others as it has been to me. -Wilson-

I found the VICCI center to have a pleasant atmosphere. In many respects it was more available than the normal counseling center. -Wilson-

I think that VICCI should go on because it will help a lot of students find out where they are headed. I should know because VICCI helped me cut. -Wilson-

I feel I can go to VICCI to get any information about my future, and receive the proper info. -Wilson-

This is a program that really helps people who want to be helped in their chosen field. -Wilson-

I feel that the VICCI program is a great help for the students. It has helped me in preparing for what I'm going to become. -Wilson-

APPENDIX H

A SELECTION OF STAFF RESPONSES TO THE "RECOMMENDATIONS" AND "COMMENTS" SECTIONS OF THE STAFF QUESTIONNAIRE

I like the program. It takes time to acquaint the students with the service and, therefore, I feel we should continue it. -Balboa-

Definately continue. Try to keep the same personnel, they have done a good job. Try to get more vocational materials and resource persons, like a traveling road show through the building. -Balboa-

One of the most positive programs begun in the school district - do not let it die. -Balboa-

Very worthwhile program! Helpful to both students and counselors. -Balboa-

The assistance given to the students, teachers, and counselors at Balboa is an indispensable service. I greatly appreciate and thank the people who have contributed so much of their time and effort to make this program a success. -Balboa-

The greater demand has increased the need for locating materials - perhaps some work on library system might help. -Balboa-

Continue the VICCI program-I've heard some fine comments from the kids regarding how helpful the VICCI people are. -Galileo-

Spend time with the "grey middle" average or near average so they really know the way to "take" the S.A.T. and P.S.A.T. -Galileo-

The encouragement given by a volunteer is so very meaningful to our teen age group. -Galileo-

You have been a <u>great</u> group this year. As a counselor I appreciate your supportive spirit and the detail work done in helping our students. The published materials have been of great value to us! -Galileo-

Helpful to students and counselors. -Galileo-

Next semester I personnally would like the opportunity to work more closely with the volunteers. Also, if possible, a definite block of time will be given in our schedule to low and high tens for career information and also education material for colleges. In this special class certainly the volunteers could play a most important part. -Galileo-

More advertising to get the program to the students. Perhaps VICCI could initiate more direct means to rouse student interest. -Galileo-

Good resource. -Galileo-

A great job! -Lowell-

Should have room to yourselves or take another room in building close to counseling office. -Lowell-

Regular use of a bulletin board in a central, much trafficked area. -Lowell-

Representatives from career fields, as well as representatives from colleges, should conduct informational discussion sessions. -Lowell-

Increase the availability of interest inventories. -Lowell-

Arrange for individual field trips into the "world of work". -Lowell-

More publicity, perhaps a weekly or monthly bulletin to registries, listing new College/Career material in VICCI library. -Lowell-

Thanks to all the volunteers for a real contribution to the students. -Lowell-

VICCI needs to communicate what services they have available to faculty members. -Mission-

Develop a more effective P.R. system. -Mission-

Have faith. -Mission-

Excellent program. -Mission-

Have a more effective way of getting appointments for students. -Mission-

A truly worthwhile endeavor! -Mission-

Field trips for H-10's to colleges in the fall with counselors. -Wilson-

Hard working staff. Wilson is proud to work with VICCI. -Wilson-

I think the volunteers we've had have been great. They work very well with the students and the counseling staff. I hope they will return to Wilson in the Fall. -Wilson-

I would like to see a closer relationship of each VICCI worker with the individual counseling staff members. I have recommended this to our counseling staff since we know this is a two way deal. The aspect of careers needs more emphasis. - Wilson-

There are a number of sample college and employment tests and applications available. Many youngsters could benefit from a relatively formal course of meetings to help them develop the skills to fill out the applications and become aware of the skills required for employment tests particularly. -Wilson-

APPENDIX I

ADVISORY COMMITTEE
VOLUNTEERS IN COLLEGE/CAREER INFORMATION

Altrusa	- Mrs. Lloyd Morain (Mary)
American Association of University Women	- Mrs. Lawrence Aufmuth (Marcia)
American Jewish Committee	- Mrs. Walter Miller (Judy)
Bay Area Urban League	- Mr. Sam Williams
Business - Industry Coordinator	- Mr. Doug C. Reid
Catholic Youth Organization	- Mr. Chuck Ayala
Coordinating Council For Integrated Schools	- Mrs. Phillip Greene (Cappy)
CORO Foundation	- Mr. David Sibbett
Council For Civic Unity	- Mr. Eugene Block
Council of Jewish Women	- Mrs. Marshall H. Kuhn (Caroline)
District Advisory Committee on Counseling & Guidance	- Dr. Tom McSweeney
Economic Opportunity Council	- Dr. Jim Burns
Enterprise	- Mrs. James Thacher (Gladys)
Family Service Agency of San Francisco	- Mr. Ward Lardman
Human Resource Development Center	- Miss Germane Wong
Human Rights Commission	- Mrs. Gail Roberts
International Institute of San Francisco	- Mrs. Delia Vicerra
	- Mrs. Roxanne Bacon
Jewish Family Service Agency	- Mr. David Crystal
Junior League of San Francisco	- Mrs. Andrew D'Anneo (Jean) 1970-71
	- Mrs. Charlene Dorst 1971-72
Kiwanis Club of San Francisco	- Mr. Arno Raynor
League of Women Voters	- Mrs. Eugene Bossi (Betty)
Mexican-American Political Assoc.	- Mrs. Margaret Cruz
Mission Neighborhood Health Center	- Mr. Salvadore Cordova
NAACP, Education Committee	- Mr. Ben Criswell
National Council of Negro Women	- Mrs. Lommie Smith
Oceanside-Merced Heights-Ingleside Organization	- Mrs. Dayton Berk
PACT, Inc.	- Mr. Myron Johnson
Rotary Club of San Francisco	- Mr. William Jaenicke
	- Mr. Horace Cleveland
San Francisco Assoc. of Secondary School Administrators	- Mr. Saul Madfes
San Francisco Bay Area Engineering Council	- Mr. Cal Thacker
San Francisco Chapter of LINKS	- Mrs. Howard Grant (Julia)
	- Mrs. Richard Caesar (Lois)
San Francisco Counseling & Guidance Association	- Mrs. Marianne Cotter
San Francisco Education Auxiliary	- Mrs. James Abrahamson (Lucille)
San Francisco Foundation	- Mr. John May
San Francisco Industry-Education Coun.	- Mrs. Bette Oxborrow Root
San Francisco Jr. Chamber of Commerce	- Mr. Rod McBride
San Francisco Labor Council	- Mr. Jack Crowley
SCOPE - Service Comm. on Public Education	- Mr. Kenneth Hecht
Second District Parent-Teacher's Association	- Mrs. Leon Kopf (Myra)
Volunteer Bureau of San Francisco	- Mrs. Margaret Duffy
Youth Opportunity Center	- Mr. Karl Ziegler
Zellerbach Family Fund	- Mr. Edward Nathan

APPENDIX J

EXECUTIVE COMMITTEE

VOLUNTEERS IN COLLEGE & CAREER INFORMATION

Chairman - (Representing the Junior League)

Mrs. Andrew D'Anneo (Jean) 1970-1971

Mrs. Charlene C. Dorst 1971-1972

Supervisor of Guidance & Counseling San Francisco Unified School District	- Mr. James Hamrock
San Francisco Education Auxiliary	- Mrs. James Abrahamson (Lucille)
Finance	- Mrs. Alex Hunter (Barbara) - Mrs. Harold Goodman (Ruby)
Public Relations - Publicity	- Mrs. M.B. McGowan (Paula)
Training	- Mrs. Paul McCarthy (Virginia)
Interviewing and Placement	- Mrs. Richard Miller (Marian)
Volunteer Coordinator	- Mrs. Walter Miller (Judy)
Urban League	- Mr. Sam Williams
Team Leaders	
Balboa High School	- Mrs. Eugene Bossi (Betty) - 1970 - Mrs. Gaylord Prichard (Donna) 1971 -
Galileo High School	- Mrs. Phillip Greene (Cappy)
Lowell High School	- Mrs. Michael Stone (Ann)
Mission High School	- Mrs. Roland Levy (Merriam)
Woodrow Wilson High School	- Mrs. Arthur Bloomfield (Anne)

APPENDIX K

SAN FRANCISCO UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION AND STAFF

Zuretti L. Goosby, D.D.S., President

David J. Sanchez, Jr. Ph.D., Vice President
Laurel E. Glass, Ph.D.
John F. Crowley
Mrs. Ernest R. Lilienthal
Howard Nemerovski
Alan H. Nichols

Thomas A. Shaheen
Superintendent of Schools

Eugene Howard, Associate Superintendent
Instruction

Martin J. Dean, Assistant Superintendent
Special Educational Services

Mrs. Alice C. Henry, Director
Pupil Services

James J. Hamrock, Supervisor
Counseling and Guidance

Robert Parina
District Counselor
Secondary Division

Juanita Smith
District Counselor
Elementary Division

James P. Gordon, Project Director
Volunteers in College/Career Information

June 1971

END